

**West Contra Costa Unified School District
Lake Elementary School
Title I - Schoolwide**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018



Board Approval Date: **November 19, 2017**
Contact Person: **Wendy Gonzalez**
Principal: **Wendy Gonzalez**
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**BOARD OF EDUCATION
2017 - 2018**

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School Site Council (SSC) Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan.

English Learner Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: **May 23, 2017**.
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the **2017 - 2018** school year, using the WCCUSD monitoring process.

Attested:

Wendy Gonzalez

Typed name of school principal

Signature of school principal

Date

Leona Turner

Typed name of SSC chairperson

Signature of SSC chairperson

Date

**West Contra Costa Unified School District
 Lake Elementary School
 2017 - 2018
 School Site Council Membership Roster**

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members		Term ends on:	Identify Chair Person:
<i>Parent/Community Members</i>			
#1	Dannisha Mosley	10/19	
#2	Tesla Moreno	10/19	
#3	Irma Alvarez	10/19	
#4	Eva Serrano	10/19	X
#5	Nancy Mendoza	10/19	
<i>School/Other Members</i>			
Tchr #1	Dominic Moody	10/19	
Tchr #2	Gretchen English	10/19	
Tchr #3	Gordon Nadeau	10/19	
Other	Karen Rodriguez	10/19	
Principal	Wendy Gonzalez		

Membership Composition:

Elementary (10 total)

- 1 Principal
- 3 classroom teachers
- 1 other school staff
- 5 parents/community members

Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision, initiatives to improve academic achievement, as well as describe how supplemental categorical funds are used to support these efforts.

WCCUSD's new district Local Control Accountability Plan (LCAP) is designed to improve student achievement, support the whole child socially and emotionally, and involve stakeholders to ensure all WCCUSD students are college and career-ready, able to make life choices that have successful, productive outcomes.

Improve Student Achievement: Provide a clear, well-resourced and rigorous student achievement program that addresses the full range of student needs and results in all students being prepared for a successful life.

Support the Whole Child Socially and Emotionally: For students to achieve at high academic levels, schools, families, and communities must focus on the child's social, emotional, physical and behavioral health, as well as the acquisition of academic skills.

Involve All Stakeholders: Engage the community in a process that provides for open, transparent, and inclusive participation of community stakeholders in WCCUSD planning.

Ensure All WCCUSD Students Are College and Career-Ready: Students can demonstrate independence, build strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, use technology and digital media strategically and capably, and understand other perspectives and cultures.

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas: Student Achievement, Student Engagement, Other Critical Student Outcomes, School Climate, Parental Involvement, Basic Services, Implementation of Common Core State Standards, and Course Access.

We are transitioning our school's SPSA to becoming a true companion document to the district LCAP so that it focuses on programs, activities and actions which are designed to continually address and support the district LCAP goals.

As we go deeper into this work, we will continue to connect these two critical plans, driving the academic needle forward for WCCUSD students.

Please read on to learn about Lake Elementary School's specific SPSA plan of action for the 2017-18 school year.

Theory of Action

If we engage our families, by giving them the tools to analyze reading data, learn reading strategies and give incentives for reading
Then we will foster a culture of reading, motivating our families to be active participants in which will motivate our students and families to read,
which significantly raise students' reading levels

If we provide high quality professional development along with continuous support, with bi-weekly collaboration around the area of writing
Then we increase the capacity of staff to deliver writing instruction to our students,
Then our students will produce high quality writing.

If we develop a strong community school model by bringing all community partners to target/focus on family engagement, health and wellness/school climate, expanded learning, academics,
students and families will feel supported in all aspects and will be able to focus.
Then our school culture will decrease behavior issues.

If we provide high quality professional development opportunities with time to collaborate, sharing best practices around technology use, writing and math,
Teachers will increase their capacity with integrating technology on a daily basis along with core curriculum,
then our students will be able to compete with students in the global world.

SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA).

As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

Choose one task management option for each step				
	Task	SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze local assessment data	Process:	or	Process: The ILT will analyze assessment data . A summary of the analysis will be shared with teachers, SSC, ELAC, and other stakeholder groups.
Step 2	Gather input from (check all that apply) <input checked="" type="checkbox"/> ELAC <input checked="" type="checkbox"/> Others Parent Club	Process: Information will be presented to the various groups and input requested based on the data and review recommendations made by the ILT and SSC.	or	Process:
Step 3	SPSA strategies development	Process:	or	Process: The ILT will research best practices, select strategies and share the information with the stakeholder groups.
Step 4	Budget development	Process: The SSC and teachers will develop budgets to support the SPSA strategies.	or	Process:
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process: The SSC, ILT, teachers and focus groups will complete Round 1 monitoring forms re: implementation strategies. The same group will later complete Round 2 monitoring forms (re: results) by the end of the school year.	or	Process:

System-wide Barriers

The following system-wide barriers have impacted our ability to meet our academic goals. Check all that apply and provide brief description of issue(s) and where applicable any site determined strategy for overcoming the barrier(s).

Barrier Description	Strategy for Overcoming Barrier
Staffing:	*
Facilities maintenance: Lack of space and very old structures	* Adding two additional portables. We also are meeting with central staff to improve facilities. We are set to be rebuilt in the next 2-3 years.
Facility capacity (space for classrooms/programs): We need extra spaces for out mental health providers and for day time workshops	* We are requesting for additional portables. We are in the processes of getting two portables.
Safety: Lack surveillance cameras. Frequent vandalism and break-ins	* We should be getting cameras by the end of the calendar year. We also have constant communication with San Pablo Police Department.
Materials availability:	*
Technology:	*
Fiscal Support:	*
Compliance Support:	*
Curriculum and Instruction Support:	*
Other:	*

* A check in the box indicates that completion of this section requires additional central administrative department support.

Data Analysis

	Data Reviewed	Concern/Strength <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	Description of Findings (400 character max) <i>Provide a brief description of what the data shows/implications for instruction</i>
Academic Data			
Choose 3	Accelerated Reader/Star Reading:	XArea of concern Area of strength	over 70% of students are not scoring at grade level.
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	SBA:	Area of concern Area of strength	
	AMAO Data:	Area of concern Area of strength	
	CELDT:	XArea of concern Area of strength	We need to move students along the band of CELDT. We have too many Long Term English Learners stay at level 3.
	Grade Count: (Secondary Only)	Area of concern Area of strength	
	GPA: (Secondary Only)	Area of concern Area of strength	
	Credits Earned: (Secondary Only)	Area of concern Area of strength	
	Other: Reclassification	XArea of concern Area of strength	We are not reclassifying enough students every year. Only 13% of our English Learners were reclassified in the 2016-2017 School year.
Other:	Area of concern Area of strength		
Student Support Data			
Choose 2	Attendance:	Area of concern XArea of strength	We have improved in our attendance for the first month of this school year.
	Suspension	Area of concern XArea of strength	Our suspension rates are low.
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

English Language Arts (ELA)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Arts	According to the STAR Reading Diagnostic, 88% of 2nd-6th graders are not reading at grade level at the end of the school year.	By May 2018, 70% of 2nd-6th graders will have at least a school year's growth in reading level as measured by the difference in their Sept and May STAR assessment.	All	STAR Reading Data	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase SBAC ELA proficiency (4A, 2A, 2B)
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Facilitate Professional Development including, Illuminate, accelerated reader and other training for teachers,		Ongoing	1961	Title I	
2	Conduct Professional Development trainings and offer collaboration time to teachers		Ongoing	3006	Title I	
3	Provide afterschool tutoring for students		Ongoing	2000	LCFF	
4	Hire subs for to release teachers for academic conferencing and peer observation and instructional support		Ongoing	2086	Title I	
5	Purchase material and supplies subscriptions for students including technology		Jan-June	3010	Title I	
6	Purchase Student prizes for reading Incentive program		Jan-June	1500	LCFF	
7	Send Staff or Admin to TCWRP and other conferences as needed.		Ongoing			
8	Hire Instructional Aide to support student learning.		Ongoing	25095	Title I	
9	Purchase materials and supplies for students that will support Accelerated Reader (i.e. leveled books) and subscriptions including technology		Ongoing	1500	Title I	
10	Hire subs to support testing		Ongoing	3000	Title I	

11	Purchase Food for Professional Development	Ongoing	500	LCFF
12	Purchase additional books for the library and on-line license	Ongoing	4100	LCFF
13	Hire upper division tutor and part time intervention teacher for intervention as needed	Ongoing	1973	LCFF
14	Pay teachers extra hours for tutoring	Ongoing	4783	LCFF
15	Hire Instructional Aide to support student learning.	Ongoing	17067	LCFF

Student Achievement

Mathematics

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Mathematics	Only 8% of our students met or exceeded standard on SBAC in Math.	By May, 2018, 85% of all students will score proficient on grade level math facts (counting, addition, subtraction, multiplication, division) as measured by common grade level assessments	All Students	Teacher Created Pre and Post Assessments	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase SBAC Math proficiency (4A, 2A, 2B)
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Conduct Professional Development trainings and offer collaboration time to teachers		Ongoing	2922	LCFF	
2	Buy supplies for student incentives		Ongoing	1000	LCFF	
3	Send teachers and Principal to in-state conferences that will support the needs of the students, curriculum, climate, etc.		Ongoing	1500	LCFF	
4	Extra Hours for Instructional Aid		Ongoing	9652	LCFF	
5	Pay for materials and supplies (including food) for Family Math night		Ongoing	1000	LCFF	
6	Purchase materials and supplies for students		Ongoing	1000	LCFF	
7	Purchase materials and supplies for students including technology		Ongoing	2500	Title I	
8	Pay for Extra hours for teachers for Family Math Night		Ongoing	500	LCFF	
9	Hire subs for academic conferencing/collaboration		Ongoing	3086	Title I	
10	Provide tutoring in Math		Ongoing			

11	Purchase online licenses STAR Math	Ongoing	4994	Title I
12	Hire subs for academic support			LCFF

Student Achievement

English Language Development (ELD)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Development (ELD)	30 out of 231 (13%) English Learners were reclassified to full English proficient.	By June 2018, the number of students being reclassified will rise to 20% as measured by reclassification data	EL Students	District Reclassification rate and CELDT Scores if CELDT is still being administered.	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase rate to 11%
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Conduct Professional Development trainings and offer collaboration time for teachers of EL students.		Ongoing	1500	LCFF	
2	Purchase library books for students that will support our English Learners		Ongoing	1000	LCFF	
3	Purchase technology to support the needs of EL students.		Ongoing	1000	LCFF	
4	Purchase materials and supplies for EL students.		Ongoing	500	LCFF	
5	Have workshops for parents on how to help their EL students		Ongoing	2000	Title I	
6	Send people to CAFE Conference (parent, teacher, SCOW and/or principal) in order to bring strategies to share with the rest of the staff and community to support EL students.		Ongoing	1500	LCFF	
7	Purchase snacks and supplies for EL parent workshops		Ongoing	500	LCFF	
8	Hire subs to allow for collaboration and peer observation and academic conferencing		Ongoing	1929	Title I	
9	Hire subs to release teachers that attend conferences.		Ongoing	500	LCFF	
10	Pay extra hours for Instructional Aide to work with EL students		Ongoing	1500	LCFF	

Student Achievement

African American

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
African American Student Achievement	17 out of 37(32%) of our 2nd-6th grade African-American students scored at grade level on the STAR Reading assessment..	By June 2018, 50% of 2nd-6th grade African American students will score at grade level on the STAR Reading assessment.	African American	STAR Reading	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase SBAC ELA proficiency (4A, 2A, 2B)
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
2	Establish an African American Family Group and provide Snacks for meetings			500	Title I	
3	Participate in National African American Read-In day					
4	Have students participate in Steadfaster Media project			1000	Title I	
5	Provide training for teachers on Responsive Classrooms			1000	LCFF	

Student Achievement

Attendance

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Attendance	Based on our 2016- 2017 actual attendance comparison we had a 94.54% attendance rate.	By June, 2018, we will increase our overall attendance to 95% for the 2017-2018 school year as measured by district data.	All students	Power School and attendance data	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	All schools will maintain 95% or above attendance rate
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Students with perfect attendance will be recognized.		Ongoing	500	LCFF	
2	Communicate with parents for those students that are having attendance issues.		Ongoing			
3	Purchase materials and supplies for students including positive incentives		Ongoing	500	LCFF	
4	Purchase tablet and other prizes for end of year raffle for those students that have perfect attendance each trimester		June, 2018	500	LCFF	
5	Extra hours for clerical support to run reports and organize data		Ongoing	2024	LCFF	

Student Achievement

School Climate

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
School Climate	According to Powerschool there were 183 recorded behavior referrals to the office	By June, 2018 all behavior referrals will be documented through Powerschool. Referrals to the office will decrease by 10% each month due to decrease in behavior issues as measured by Power School Data	All students	The number of referrals recorded and incident logs.	4.2 Improve student engagement and climate outcomes	Suspension rates will decrease by 2%
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Provide teachers with professional development and training in Restorative Justice, and Responsive Classroom practices		Ongoing	3000	LCFF	
2	Hire subs to release teachers for trainings such as Responsive Classrooms and Restorative Justice practices		Ongoing	2086	Title I	
3	Pay for Mindful Life Project contract		Ongoing	22000	Title I	
4	Purchase materials and supplies for student incentives		Ongoing	500	LCFF	
5	Pay 50% of a 100% VP position			70123	LCFF	
6	Purchase materials and supplies for students and teachers including positive incentives and items that promote positive school culture		Ongoing	500	LCFF	
7	School Gear for school Spirit (Climate)		Ongoing		LCFF	
8	Hire Steadfaster Media to work with students on video on positive behavior and positive motivation. / other contracts		Ongoing	5000	LCFF	
9	Hire teacher for afterschool student groups (positive discipline)		Ongoing	1500	LCFF	
10	Purchase materials and supplies/food for professional development for staff		Ongoing	5500	Title I	
12	Purchase materials for PD		Ongoing	500	Title I	
13	Pay for contracts for Students		Ongoing	3000	Title I	

Student Achievement

Parent Involvement

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Parent Involvement	Parents would like workshops to be able to support their children socially, emotionally, and academically.	By May 2018 at least 60 parents/guardians will participate in a variety of workshops and trainings, including Common Core family nights to support their children be successful in school as measured by sign in sheets. This includes social/emotional, Math and Language Arts workshops	All students.	List of parent education classes, workshops, and family nights. Include parent sign-in sheets.	Increase parent and community engagement, involvement, and satisfaction.	Report key findings from California School Parent Survey measuring engagement, involvement, and satisfaction
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Purchase parent supplies as needed for meetings, translation, and events.		Ongoing	1080	Title I	
2	Hire translators as needed for conferences, parent meetings, and school events.		Ongoing	600	LCFF	
3	Offer Babysitting to parents so they may attend parent meetings, and other events.		Ongoing	543	Title I	
4	Pay teachers to work extra hours for parent meetings and activities		Ongoing	500	LCFF	
5	Pay teachers extra hours to train parents on how to access and read Accelerated Reader Data		Ongoing	1500	Title I	
6	Provide various Common Core Family Nights		Ongoing			
7	Provide Refreshments and materials and supplies at Family Nights		Ongoing	1000	Title I	
8	Train parents on how to volunteer in the classroom.		February			
9	Contract with High Expectations and focus on family engagement		Ongoing	2500	LCFF	
10	Purchase materials and supplies for parent events		Ongoing	500	LCFF	
11	Extra hours for School Community Outreach Worker		Ongoing	290	LCFF	

12	Extra clerical hours	Ongoing	1600	LCFF
13	Send parents and SCOW to CAFE conference	Ongoing	1000	LCFF
14	Offer Babysitting to parents so they may attend parent meetings, and other events.	Ongoing	606	LCFF

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Science

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Science	Lake Students have had only one science fair in last 5 years.	.By June 2018, 80% of all students that participate in the Science Fair will score at least an 85 out of 100 as measured by the Science Fair Scoring Rubric	4th-6th Grade Students	Science Fair Scoring Rubric	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase % passing exams (4F) AP
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Purchase materials and supplies that support Science		Ongoing	1500	LCFF	
2	Purchase materials, supplies, awards and prizes for Science fair		Ongoing	1500	LCFF	
3	Pay extra teacher hours for science fair participation		Ongoing	500	LCFF	
5	Contract with West County Digs Program for school garden		Ongoing	3000	LCFF	
6	Science Assemblies		Ongoing	1500	Title I	

Overall Budget Summary

Summary of Costs

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	91876	-2,500.00
LCFF	167959	11,219.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	156,740.00
Title I	94,376.00

Agreements

The following critical compliance items are in place throughout WCCUSD:

- **Highly Qualified Teachers:** All teachers and paraprofessional involved in our academic programs will meet NCLB's highly qualified requirements. Our site coordinates with the WCCUSD Human Resources Department to ensure compliance with this item.
- **Strategies to attract and retain high quality teachers:** Our site acknowledges the importance of attracting and retaining high quality instructional staff. Our site coordinates with the WCCUSD Human Resources Department to develop programs and strategies to ensure high quality instruction staff want to come to and remain at our site.
- **Learning Center Collaborative Model:** Each WCCUSD school that runs a collaborative model provides a seamless approach to integrating personnel, resources, and teaching strategies to serve at-risk special and general education students. Special education teachers may work with unidentified students and regular education teachers may work with identified students (as long as they are qualified to meet the goals on the students' I.E.P.s).
- **Staff development,** selected strategies to implement or continue, and materials used are focused on meeting the needs of at-risk and general education students. This information is detailed in the SPSA. Any funds spent to support the model are also outlined in the SPSA. Finally, staff is consistently monitoring and evaluating the effectiveness of the collaborative model so that changes can be made where needed.
- **Early Learning:** Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs
- **Schoolwide Plans and Homeless Children and Youth:** In accordance with McKinney Vento Federal Homeless Assistance Law, the following actions are taken:
 - Flyers are posted in the front office stating the rights of homeless children and services available. These flyers are made readily available to homeless families.
 - Staff is trained before the start of each academic year on how to enroll and identify homeless students by the district's homeless liaison.
 - Teachers receive yearly training on how to identify warning signs which may indicate homelessness and sensitivity training on the special needs of homeless children and youth.
 - Parents without homes are included in outreach efforts by parent involvement outreach workers for inclusion in school site councils.